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ABSTRACT

Sociological implications suggested by the growing national trend of individualized foreign language instruction in American schools are explored in the introductory remarks of this final report of a workshop held at West Chester State College, Pennsylvania. The rationale, structure, and daily schedule of the workshop, and a paper by Valerie M. Bockman, "Focus on Leadership," are included in the report. Pre- and post-test data provide extensive information concerning participants' attitudes toward individualized instruction and their knowledge of teaching methods. Participants describe their own reasons for attending the workshop in terms of their school situation. These case studies shed light on the problems facing teachers who wish to implement similar programs in their schools. A chapter outlining how teachers might begin the task is provided. The report concludes with a list of participants and staff members. (RL)

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Final Report of the Workshop on Individualizing Foreign Language Instruction

West Chester State College
West Chester, Pennsylvania
July 10-21, 1972

Edited by

John F. Bockman and Ronald L. Gougher

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Problem to Be Solved

New sociocultural movements in the society have begun to test the mettle of foreign-language teachers. The national government, public opinion, and local school administrative attitude, all so long favorable to foreign-language teaching, have withdrawn much of the support which came on so strong in the post-Sputnik years. This loss of privileged status has alerted many foreign-language teachers to the demands of accountability - the requirement to be both efficient and effective in changing student behavior in desired, and long-promised, directions.

A new demand for humanization and personalization of education has, at the same time, made some aspects of contemporary foreign-language teaching methodology intolerable to many teachers as well as students. Yet the need for direction and control by competent instructional leaders has never been more needed or better recognized. The paradoxical temper of the country has created a strong desire in many foreign-language teachers to become excellent and efficient managers of individual learning processes. A logical corollary of this suggests that teachers achieve excellence and efficiency in the management of individualized instruction, with which they may have little familiarity.

The individualization of foreign-language instruction must be viewed as a comparatively recent phenomenon, even though individualiza-

tion as such has a long history in American education. The past decade was so thoroughly dominated by mass-teaching methodology, to which most foreign-language teachers had adapted by the late sixties, that there was little consciousness of a developing ground swell in the opposite direction. Even now it is difficult to ascertain whether issues and outcomes in foreign-language instruction are sufficiently sharpened and polarized to permit the clear emergence of any certain desirable future direction of foreign-language instruction, and the profession largely finds itself with attitudes, materials, and teaching techniques little suited to the requirements of individualization.

Among the questions which anyone caught in the troubled cross currents of antithetical movements might ask himself are these:

1) What regularities in my habitual teaching practise and in my relationship with students do I now dislike and want to change decisively?

2) What alternative ways are there for me to consider for organizing my new teaching practise and my new relationship with students?

3) What basis am I using for making a choice of the available alternatives, and which alternatives are "correct" for my teaching environment?

In line with the above questions, the problem which the Workshop aimed to solve is one which Sarason has summarized quite incisively:

1. In the curriculum of any school "there are regularities of various kinds."

2. Existing programmatic variables and behavioral regularities "exist because they are supposed to have intended outcomes."

3. "There are frequent discrepancies between regularities and

intended outcomes. Usually, no regularity is built into the school culture to facilitate the recognition of such discrepancies."

4. "The significance of any regularity, particularly of the programmatic type, cannot be adequately comprehended apart from the universe of 'regularity alternatives' of which the existing regularity is but one item. The failure to consider or recognize a universe of alternatives is one obstacle to change occurring from within the culture ...."

5. "Any attempt to introduce an important change in the school culture requires changing existing regularities to produce new intended outcomes."

6. "It is probably true that the most important attempts to introduce change into the school culture require changing existing teacher-child regularities."[1]

Since many now consider the American school culture to be characterized by an intolerable degree of depersonalization, repression, conditioned student irresponsibility, teacher isolation, and general "irrelevance," and assuming that the remedy to deep-seated ills in the school culture lies in changed teacher-student regularities, the problem the Workshop was to solve is this: What teacher-student regularities are characteristic of the situation in which I teach? Which of these regularities contribute to the malaise in which foreign-language instruction presently finds itself in my school? How do I recognize these now harmful regularities? In which direction do acceptable alternatives to present regularities lie for me and my school? How do I move in that direction? How far and how fast should I move?

[1]Seymour B. Sarason, The Culture of the School and the Problem of Change. Boston, Allyn and Bacon, Inc., 1971. Pp . 86-87.

Goals of the Workshop

The Workshop aimed to enable the individual participant to analyze himself fairly and realistically as an instructional leader competent to plan for, organize, direct, and control the individual learning of students; to analyze his or her own school situation fairly and realistically as a composite of environmental factors only some of which may permit individualized instruction; and to evaluate correctly the individually suitable balance of personal and school-cultural characteristics which allows individualized instruction in his or her own school. (These goals are elucidated in the paper, "Focus on Leadership," which follows this introduction.)

While consideration of methodology and teaching technique was not withheld, neither was it emphasized. The goal of the Workshop was less "how to do it," in the usual sense, than "how to understand what needs doing." A strong second goal of the Workshop, therefore, was to provide a basis for growing familiarity with the use of certain analytical tools, and to sharpen the participant's analytical sense. Foreign-language content, if at all, was treated as the vehicle for practical activities in individualization, rather than an end-in-itself. It was judged that insight into the value and use of conceptual tools would be more valuable in the long run than a collection of mechanically employed devices.

"To understand what needs doing" implies the ability to make a choice of the best course of action for reducing or eliminating discrepancies between personal or institutional regularities and intended learning outcomes. Deciding on the "best" choice is not possible, however, if only one alternative is available for solving a problem. Therefore, a

further goal of the Workshop was to heighten awareness that a universe of alternatives exists, and that the teacher must be able to identify and define with reasonable accuracy the instructional alternative which seems to contribute best to the achievement of a particular set of objectives by an individual student.

In summary, the goals of the Workshop aimed to lead the participant from the ability to identify "Where I am" to the ability to make certain tentative decisions concerning "Where I want to go." The steps on the way to realizing these goals involved: 1) careful self-assessment and analysis of the environmental regularities in which learning is expected to occur, 2) some exposure to the use of certain conceptual tools, and 3) some practise in the early steps of orderly decision making.

Objectives of the Workshop

I. Knowing precisely where he is at the time in relation to the realistic individualization of foreign-language instruction in his school, the participant by the end of the Workshop will write or otherwise express one statement...

   1. ... indicating clear-cut recognition of the limits of his present ability to plan, organize, direct, and control individualized learning activities;
   2. ... indicating an identifiable personal attitude, positive or negative, toward individualization as a philosophy with appropriate rationale;
   3. ... expressing awareness of at least one personal or institutional obstacle to individualization in his school;

4. ... expressing coherent implementation plans of some degree of individualization, or will write and express a rationale for not attempting some degree of individualization in his school for the present.

II. Having had some exposure to the use of certain conceptual tools of analysis, the participant will write or otherwise express at least one statement...

1. ... indicating understanding of the use or purpose of one conceptual tool recommended during the Workshop;
2. ... indicating an appreciation for the use or purpose of one conceptual tool recommended during the Workshop;
3. ... indicating intent to use at least one conceptual tool recommended during the Workshop.

III. Having undergone some practice in the early steps of decision making, the participant will write or otherwise express...

1. ... identification of real need in the individualization of instruction in his school for the meeting of which he has or does not have the necessary resources, recognizing the difference, and accepting the responsibility for deciding or not deciding, as the case may be;
2. ... recognition of having or of not having requisite knowledge and expertise for understanding the problems or for dealing with possible solutions;

3. ... recognition of having or of not having requisite resources or time for dealing with possible solutions to problems which may have been identified;
4. ... evidence of having considered and then accepted or rejected a coherent plan of implementing individualized instruction in September, 1972. If a plan was considered and rejected, reasons will be written or otherwise expressed.

Data Base

It was assumed that in his entry paper, analyzing his own personal and his institution's regularities, the participant would probably write about several admitted discrepancies between his habitual teaching behavior (personal regularities) and what he assumed to be the requirements of teacher behavior (personal alternatives) in individualized instruction. In addition, it was anticipated that the participant would write about several recognized discrepancies between his school's student population, administrative and faculty climate, physical facilities, and community attitudes (cultural regularities) and what he assumed to be the alternative requirements of individualized instruction. Furthermore, he was expected to write about at least one suggested resolution of discrepancies in each category. These data were to serve as a basis for comparison with similar concepts expressed during the Workshop and in the second paper to be submitted toward the end of the Workshop two weeks later. Each advisory professor read the first and second papers of about 22 participants and worked individually with his advisees from one to perhaps as many as ten sessions depending upon individual need and desire.

Strategies

The means for reaching the above goals and objectives were developed from March to May, 1972 by Professor Ronald L. Gougher, West Chester State College, Director of the Workshop, working with members of the Workshop staff. The means were summarized in a memo to Prof. Gougher from John F. and Valerie M. Bockman, of Tucson Public Schools and Pima Community College respectively. The memo represented a feedback synthesis of conversations which had been held with Prof. Gougher in Philadelphia in March, 1972, and in a number of telephone calls. The memo, dated May 4, 1972, reads as follows:

I. Participant Pre-Workshop Preparation

A. Background Reading

Bibliography (see p. 80)

B. Analysis Using Checklist (Chapter VII of Individualization of Instruction in Foreign Languages: A Practical Guide, edited by Ronald L. Gougher. Philadelphia, Center for Curriculum Development, 1972.)

1. Self

2. Student Population

3. School Environment

4. Community

The above preparation will be conducted for the most part privately. The checklist, Chapter VII, takes the teacher through the flow logic of program development in the abstract. He may try to imitate "Analysis of Management Decisions," in Chapter VI, pp. 64-75 of the Gougher book. If he has done this carefully, the participant should have a reasonably clear and good concept of the opportunities and constraints rooted in the human and physical environments in which he will attempt to individualize instruction as he perceives his own operation in them. He himself

will perhaps be the least well known: How will he proceed to control all the variables? What problems will remain? What reactions will he stimulate? His attitudes may remain ambivalent. He may fear the interaction of the Workshop, and he may doubt his ability to perform well in it. He may be expecting ready answers and solutions--the cookbook approach. This should be discouraged, however, in favor of analysis, climate, and feasibility. The participate may arrive somewhat exhausted, physically, mentally, and emotionally, and this should be taken into account.

II. Workshop Input

A. Participants contribute their written analyses which are retained by the Director. These will be "pre-test" data for Workshop Output (Part IV of this Outline.)

B. Professors focus on specific problems associated with each of the specific processes of individualizing instruction. The following are suggested:

1. Attitude change (self and students)

2. Motivation and success analysis (self and students)

3. Effectiveness analysis (self)

4. Identification of needs (self and students)

5. Systems analysis (development of flow logic)

6. Programming

7. Differentiation in programming

8. Accounting and recording

9. Problem solving

a. Problem anticipation

b. Problem identification

c. Problem analysis

d. Problem avoidance, reduction, and elimination

10. Evaluation (self and students)

11. Decision making

    a. Decision sharing

    b. Decision modification

    c. Responsibility and accountability

C. Participants react to presentations or professors.

1. With examples

2. With comparisons

3. With philosophical objections

4. With greater perception

D. Participants restructure attitudes and perceptions.

1. Become conscious of dissonance.

2. Become conscious of contradiction.

3. Enlarge vision.

4. Recognize human and program limitations.

5. Perceive constraints based in reality factors.

6. Perceive ways of reconciling the real and the desirable.

7. Develop sensitivity to student needs.

8. Develop awareness of needs based in their own personalities and in their own perceptions of the desirable.

9. Develop sensitivity to colleague and administrator needs.

10. Develop sensitivity to community needs.

11. Recognize difference between the essential and the non-essential.

12. Develop insight into the need for caution and inquiry.

13. Develop receptivity to change with reason.

14. Develop sense of flow logic.

15. Develop sense of striving for excellence (self).

16. Develop sense of leading toward excellence (students).

17. Develop ability to discriminate among degrees of student excellence based on aptitude and ability.

E. Participants develop programming skills.

F. Participants develop motivating skills.

G. Participants develop individualizing techniques.

H. Participants develop management techniques.

III. Methodologies

A. Professor lecture

B. Small-group interaction

C. Professor listening and reaction

D. Planned participation, introspection, and logging of growth and perception

E. Interaction of participants at same and at different levels of instruction

F. Interaction of participants with similar and with different problems

IV. Workshop Output

A. Professors' lectures and papers

B. Records of participants' development: "post-test" data

C. Participant reports: analyses of local schools, problems, and tentative solutions

D. Student log-books

E. Summary analyses of the most common overall environments in which individualization occurs; common problems; common solutions

F. Summary analyses of exceptional environmental factors, strategies for operating within difficult or complex environments

G. Summary analyses of successful analytical processes applied to self, students, and environment

H. Summary recommendations to the profession concerning theory and practice of individualization; cautions and caveats addressed to the profession

Workshop Schedule

The following schedule was developed for the ten working days of the Workshop. The schedule of the second of the two weeks was to be modified on the basis of evluation of the first week's proceedings.

Daily schedule:

A.M.	8:30 - 9:15	Open time for reading, working on projects, etc.
	9:30 -12:30	Major presentation followed by small-group discussion
P.M.	1:30 - 2:00	Meeting of advisor groups
	2:00 - 4:15	Concurrent presentations by staff
	7:00 - 9:00	Rap sessions with staff members in Goshen Dormitory Lounge

Monday Morning July 10	Orientation by Director (9:45 - 10:15) Registration (10:15 - 12:30)
Monday Afternoon	Meeting of advisor groups (1:30 - 5:30) "Laying Our Cards on the Table"
Monday Evening	Rap session with Professor Gougher
Tuesday Morning July 11	Official Welcome "The Three R's of Individualization," Professor Altman (9:45 - 10:30) Questions and Answers (10:30 - 10:45) Small-group discussion of presentation (11:00 - 12:30)
Tuesday Afternoon	Visual Orientation to Individualization (slide presentation), Professor Altman (2:00, 2:45, and 3:30) "A Practical Beginning," Professor Gougher (2:00, 2:45, and 3:30) Leadership Study, Prof. V. Bockman (2:00, 2:45, and 3:00)
Tuesday Evening	Rap session with Prof. Altman

Wednesday Morning July 12	"Developing a Matrix for Organizing Individualized Instruction," Prof. J. Bockman (9:45 - 10:30) Questions and Answers (10:30 - 10:45) Small-group discussion of presentation (11:00 - 12:30)
Wednesday Afternoon	Individual consultation by appointment with staff members (2:00 - 5:30)
Wednesday Evening	Rap session with Prof. V. Bockman
Thursday Morning July 13	Leadership Analysis, Prof. V. Bockman (9:45 - 10:30) Questions and small-group discussion (10:30 - 12:30)
Thursday Afternoon	"Development of Mini-Courses," Prof. Gougher (2:00, 2:45, and 3:30) "Space and Structure Relationships," Prof. J. Bockman (2:00, 2:45, and 3:30) Computer-Aided Instruction, Prof. Smith 2:00 and 2:45)
Thursday Evening	Rap session with Prof. J. Bockman
Friday Morning July 14	"The Role of the Teacher in an Individualized Classroom," Prof. Altman (9:45 - 10:30) Questions and small-group discussion (10:30 - 12:30)
Friday Afternoon	"Attitudes and Individualized Learning," Prof. V. Bockman (2:00, 2:45, and 3:30) "Development of Flow Logic," Prof. J. Bockman (2:00, 2:45, and 3:30) Computer-Aided Instruction, Prof. Smith (2:00 and 2:45)
Friday Evening	Rap session with Prof. Smith

Tentative Schedule for Second Week (subject to frequent change):

Monday Morning July 17	"Beyond Interaction Analysis," Prof. J. Bockman (9:45 - 10:30) Questions and small-group discussion (10:30 - 12:30)
Monday Afternoon	Computer-Aided Instruction, Prof. Smith (2:00 and 2:45) Individual consultation by appointment with staff members
Monday Evening	Rap session with Prof. J. Bockman
Tuesday Morning July 18	"The Nature of the Curriculum," Prof. Altman (9:45 - 10:30) Questions and small-group discussion (10:30 - 12:30)
Tuesday Afternoon	"The Contractual Process," Prof. J. Bockman (2:00, 2:45, and 3:30 "Learning Activity Packets," Prof. Altman (2:00, 2:45, and 3:30) Computer-Aided Instruction, Prof. Smith (2:00 and 2:45)
Tuesday Evening	Presentation by Prof. David Wolfe of Temple University
Wednesday Morning July 19	"Media in Individualized Instruction," Prof. Smith (9:45 - 10:30) Questions and small-group discussion (10:30 - 12:30)
Wednesday Afternoon	"Mini-Workshop on In-Service Education for Individualization," Prof. Altman (2:00, 2:45, and 3:30) Computer-Aided Instruction, Prof. Smith (2:00 and 2:45)

Wednesday Evening	Rap session with Prof. Gougher
Thursday Morning July 20	"Legitimizing New Relationships in Education," Prof. J. Bockman (9:45 - 10:30) Questions and small-group discussion, 10:30 - 12:30)
Thursday Afternoon	Dinner, all participants and staff
Friday July 21	"Synthesis," Prof. Gougher (9:45 - 10:30) Participant reports Panel of participants, Discussion to synthesize what has been learned

See a published version of Professor Altman's lecture in Foreign Language Annals, December, 1972.

See, also, notes from Professor Smith's discussions in the Northeast Conference Report, 1973.

FOCUS ON LEADERSHIP

by

Valerie M. Bockman

One of the primary concerns of the Workshop staff was that individualization of instruction not be regarded as a panacea for all classroom learning problems. To avoid any "band-wagon effect", to convince teachers that individualization cannot be accomplished merely through the acquisition of a set of techniques, and to dispel any notions that the "cookbook" approach can be successful, the staff concentrated on attitudinal development, human relations, and leadership.

Individualization was presented essentially as a human relations approach to the management of learning. The staff pointed out that in order to be successful managers of individualized learning, teachers must have or acquire the qualities necessary for leadership. According to Hemphill and Coons[1], leadership is the behavior of an individual when he is directing the activities of other individuals or a group toward a shared goal. It is part of the essential management function of directing--"the process of initiating action."[2]

The traditional approach to management assumes that with good plans and fine organization, people automatically go to work willingly and with gusto. The human relations movement in management ushered in an emphasis on motivation and stimulation as a function in itself. The staff presented

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[1] J. K. Hemphill and A. E. Coons, Development of the Leader Behavior Description Questionnaire. Leader Behavior: Its Description and Measurement. Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1957.

[2] E. B. Flippo, Management: A Behavioral Approach (Second Edition), 1970.

leadership as an outgrowth of the education manager's responsibility to stimulate action (learning activities), his formal authority, and his accountability for acceptable accomplishment of objectives. The leader, it was pointed out, is accountable for planned results.

To individualize, the teacher has to break out of his traditional role as the purveyor of all knowledge to groups of students moving forward in lock step to the teacher's cadence toward teacher-set goals, usually by a single teacher-chosen method. The staff felt it was important for the Workshop participants to become aware of their own attitudes and psychological resources which might enhance or detract from their ability to become education leaders, and thus to become managers of learning. For this reason, a good deal of emphasis was placed upon self-assessment. One of the tools chosen for this purpose was the Leadership Opinion Questionnaire developed by Hemphill and Coons at The Ohio State University. This instrument "measures" two of the essential dimensions of leadership: Consideration and Structure.

> Consideration. Reflects the extent to which an individual is likely to have job relationships with his subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the individual is likely to be more impersonal in his relations with group members.
>
> Structure. Reflects the extent to which an individual is likely to define and structure his own role and those of his subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a very active role in directing group activities through planning, communicating information, scheduling, criticizing, trying out new ideas, and so forth. A low score characterizes individuals who are likely to be relatively inactive in giving direction in these ways.[3]

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[3] E. A.Fleishman, Manual for Leadership Opinion Questionnaire. Chicago: Science Research Associates, Inc., 1969.

The respondent is asked to answer the questions so as to give his opinion as to what constitutes ideal leadership behavior in learning management. For instance, if the question were: "Criticize a specific act rather than a particular member of your unit," he would check one of the five adverbs expressing how frequently he should engage in the behavior described. The adverbs might be ___ always, ___ often, ___ occasionally, ___ seldom, ___ never.

Each response is scored from 0 to 4 points. Since there are 20 questions on Consideration and 20 on Structure, the respondent can get as many as 80 points for each dimension.

The participants were administered the questionnaire on the afternoon of the first full day of classes (Tuesday, July 11). No explanation was made at that time, except that they would be informed of the results. In the meantime (while the tests were being scored), the staff continued to emphasize self-analysis and environmental (contextual) analysis. Although the presentations were well received, a "let's get on with the how-to lessons and forget all this theory" mood seemed to be developing.

On Thursday morning, July 13th, the results were reported to the participants. The raw scores, the corresponding percentile ranks from the table of norms for education supervisors, and the corresponding levels (very high to very low) were reported for both dimensions to each participant. A careful, extensive analysis and interpretation of the results was made. Reactions were intense and swift, particularly among those whose Consideration scores were "low"--and sometimes even among the "average". Everyone who wanted to discuss the results was invited to confer with Mrs. Bockman. Emotions ran high--much higher than anticipated. Some participants were defensive, maintaining that the test results must

be wrong. Others had to be assured--and reassured--that these leadership dimensions can be acquired or improved upon, with attention and effort. Finally, in view of all the participant concern, it was deemed necessary to make another major presentation on the subject of the leadership questionnaire.

It may be safely said that Thursday, July 13, marked a major turning point in the Workshop. The leadership study report had done what no amount of lecture and small group discussion could ever have accomplished. It brought home to each participant in a very convincing personal yet very objective way what his leadership assets and liabilities were. Along with this realization came an acceptance of the necessity to develop and build a program in the proper order--foundation first.

In the second presentation, the staff stressed how the leadership dimensions are important to individualization. Consideration was stressed as being vital to rapport and communication with learners--to conditions of mutual trust, respect for ideas, concern for feelings, and warmth. These qualities are essential for a move from the mass mode to the individual mode. But of even greater importance, because of its relation to responsibility for results, is the Structure that the managers of learning must supply for the student. As in the doctor-patient model, the Structure must be very strong and extensive at the beginning of the relationship. As time goes on, the student should be encouraged to supply more and more of the Structure for himself. He must literally be "weaned" from super-imposed (teacher-imposed) Structure to greater and greater self-imposed Structure.

The test data were recorded on a "leadership grid" by low-medium-high classification of the dimensions according to the norms table.

It was found that the distribution was fairly symmetrical, showing a few more scores in the low than high Consideration category (31 and 25 respectively), and fewer scores in the low than in the high Structure category (23 and 32 respectively).

CONSIDERATION	L	M	H	Totals for Consideration
H	7	11	7	25
M	11	20	13	44
L	5	14	12	31
	L	M	H	
	STRUCTURE			
Totals for Structure	23	45	32	

It seemed highly probable that the group scores as a whole did not differ significantly from the national norms for educational supervisors. Subsequent to the Workshop, further statistical analysis revealed that this was indeed true. The Kolmogorov-Smirnov tests are summarized in the table below:

	Test Statistic	Sample Size		Large Sample Critical Values (two-tailed)	
	D_{max}	Workshop[4]	Norm Group	.001 level	.10 level
Cons.	.12	100	100	.276	.173
Struc.	.10	100	100	.276	.173

Since the test statistics are both smaller than the critical value at even the .10 level, it may be concluded that the two samples are not significantly different. In fact, the Workshop group corresponds quite closely with the norms group for both dimensions, Consideration and Structure.

[4] The sample of 100 included 91 Workshop participants and 9 auditors.

PRE-TEST DATA

CASE # 1

The process of introducing an individualized program in foreign languages at our school is now being considered on a limited basis by two teachers working together. Below are some considerations, anticipated situations and problems. Sections are correlated with the analysis suggested by Bockman and Bockman, "The Management of Individualized Programs," in Individualization of Instruction in Foreign Languages, Ronald L. Gougher, Ed. (Philadelphia, Center for Curriculum Development, 1972).

I. Processes whereby we enter a student into a worthwhile individualized study program

Our students could definitely benefit from such a program, not only because of the standard articulation, scheduling, and transfer problems, but also because the seventh grade is now entering a completely heterogeneous grouping system which mandates some form of individualization. This will require motivational and management skills of the teachers. Because both of us teach ninth-grade French (language teachers already work in a closely knit team) it was decided that this would be a good starting point. The ninth-grade languages also meet ten mods a week, compared with the five mods of seventh and eighth grades, and offer more flexible timing.

The ninth-grade students of French have been exposed to up to five years of conversational French (until the deletion of the elementary French program last year) and the ninth-grade program thus advanced beyond the study of the basic skills. The student will, therefore, be

bringing basic skills with him and the individualized program can offer the enthusiasm and motivation needed in that crucial year to carry students into the more rewarding years of language study. The students, therefore, possess the required basic language knowledge to help formulate their own program.

Both of the teachers involved have lived and studied in French-speaking countries and are enthusiastic about individualizing. Both have taught other levels of the language and are familiar with skills formerly introduced. A workshop for the summer was not allowed by the district, thereby requiring the teachers to limit the program to one class and make all needed preparation on their own time.

The teachers will choose a section where those students who feel uneasy about the program can change to another section. Both students and teachers will structure the program together--the teachers presenting various possibilities of approach to subject matter content based on the text, and the students choosing areas of interest for concentration as well as techniques and grouping most fitting to their aptitudes. Both teacher and student will be a part of the program and having been instrumental in forming it, will be dedicated to its implementation. The student who fails to do well or is not interested in the program can easily switch to the traditional section.

Guidelines to the philosophy of the program (similar to Chart 6, p. 141 in CCD, but not as specific since students will be formulating the program too) must be presented to the students immediately. Such guidelines will require the identification of both teacher and student

responsibilities. Each guideline also will require both the parents' and the students' signatures if understood and agreed to and will be filed in the Guidance Office where parents, students, teachers, and administrators will have access to them on request.

The Media Center consultant has been enthusiastic about our plans and has already been helpful in working with students on an independent study basis, ordering films, providing tapes for special topics or segmentation and working with students on cultural projects. She has a background in French and is very cooperative.

Because we will be introducing the project on a limited basis, only we will be responsible at this time; however, all the members of the foreign-language team, except one, have exhibited enthusiasm. The team leader will discharge specific responsibilities, but all team members will share duties as has always been the case. Therefore, no one person will have to assume all the risk or, we might add, all the glory.

After the initial philosophy and guidelines have been presented, signed, and filed, the students and teachers involved can formulate individual or class contracts to state specifically objectives, requirements, and evaluation techniques in accordance with aptitudes, abilities, and interests. This contract should be reviewed by parents, signed by both parent and student, and filed in duplicate, one copy in the foreign-language department office and the other in the Guidance Office. If a student or parent has serious reservations about any part of the program, it will be best to restrict the student this first year to the traditional section. Total success requires total commitment.

The guidelines and contract will then specify clearly students' and teachers' roles and expectations and should obviate both misconduct and misuse of time. The two adjacent languages rooms will be used with them small conference, study, or resource room in between. Each room has six study carrels and desks may be arranged at will. Cassettes are provided by the Media Center.

II. New environment

To begin the new program, only one upper-level ninth-grade French class will be selected. After reviewing the philosophy and contract, the student will be permitted to resection. The introduction of the program and student involvement in it should create a prestigious environment and we would hope that the results will stimulate other students and thus "self-advertise". The students will, therefore, be both academically talented and responsible in this first limited section, and motivation problems will be solved by student involvement in development.

The teacher will set up specific objectives for each exercise or "skill", similar to the outline on page 143, CCD, and in conjunction with already established student aptitudes and interests. Thus, the student will be aware of what is expected and the reasons for these expectations for each task he begins. Because of the student involvement in each phase of the program, he should be able both to understand the objectives and to accept them. His non-acceptance of the objectives will, as previously mentioned, result in resectioning.

The atmosphere created by this new program, then, is totally new except for the fact that the old textbook will be used as the basis for the new objectives. The student has a new, more active role, and the teacher has a less dominant one.

Each student's records will be kept in separate folders in the smaller language room and will be available on request. These records will contain certain cumulative information on tasks completed, recorded immediately upon completion.

Our school has modular rotated scheduling that will limit our program to ten assigned mods per week. Depending upon availability of the conference room in the language suite as well as availability of teachers and tutors from the advanced French II class, extra time for enrichment or remedial work can be allotted. In the past, the Media Center consultant has been very helpful in independent study, and has made tapes and cassettes as well as reference materials available to interested students.

During the assigned time, the language suite will be set up in a way that one room will be for testing with a teacher present, one room for large or small group, or individual work with a teacher or volunteer, leaving the smaller room in between for private conferences or individual work.

Abuses will not be tolerated in this first program because of the limited amount of space available and the need for teacher proctoring. The students are trusted to the extent that they will be working, in part, on their own or with others, but are also constantly accountable for progress shown through frequent evaluation. Therefore, a student is not left entirely alone for any great length of time, and yet is responsible for his own use of time, an aid in the development of complete independent study skills.

III. The processes of responsibly sustaining the new learning environment

As each student's progress is constantly recorded and reviewed by both teachers involved, the sense of waning interest can be detected easily. At this point, as well as at regular intervals throughout the program cultural films and projects as well as more large group instruction can be provided. This variety and change of pace will help to hold enthusiasm.

The students will be required to be present in the language rooms during the assigned ten mods. A quota system of work to be completed for an "A" for a 5 or 10 week period can be determined and therefore allow more advanced students to spend less time at home or to engage in other activities or to move ahead. The teachers will attempt to provide interesting enrichment skills for the more advanced student so that he will hopefully use his "earned free time" in the language field. Time, of course, does not determine learning; some students will advance more quickly than others and should receive recognition for such advancement, i.e., use of scheduled time for other activities.

Development of the language skills involved in the program have been set up by the teachers and the student, as previously mentioned. Each "skill" or exercise had an objective stated and teacher supervision as well as a testing requirement, so that weaknesses in certain skills will soon be evident and remedial work can be planned. The student has been instrumental in forming these objectives and his continuation in the program shows his acceptance of them. Each objective is evaluated by the teacher in terms of the individual exercise set up stating the why of the objective, the objective itself, and how to achieve the objective. This is not a sideline; this is the program itself. Each "skill" is evaluated and recorded in each student's folder.

IV. The process of cross-teacher responsibility for guiding students

The supervision of this program will initially belong to the two of us teachers of French; however, as previously stated, the present team structure already affords the opportunity for many "sharing" experiences. Therefore, we anticipate the librarian's assistance, which has already been solicited and received, and we feel confident that the guidance counselor shares our enthusiasm for the program. The guidance relationship is decidedly a weak link at the moment and one that requires much consideration.

We feel extremely pleased by the interest displayed by the other members of the Foreign Language Team. All but one are quite anxious to see implementation. The one person who could have been directly affected is not only unwilling to participate, but philosophically opposed to individualized study, has very conveniently decided to confine her teaching of French to the Seventh and Eighth Grades which will initially not be exposed to individualization. We are optimistic that once the actuality of the program exists, the enthusiasm of the students and teachers involved will be so great that we will convert any "nonbelievers".

Concerning a shared environment, we are quite fortunate in having our already well-established team situation, and, with the option of the honor pass open to students, we anticipate much more student-teacher sharing than we have had in the past. The differentiated roles needed for the control of individualized study need to be further defined. At present, no definite assignments have been agreed upon. However, we do not foresee any severe problems in accomplishing this task. We have access to pre-scheduled planning time and an ideal meeting place which will also house all of our records and resources.

One major stumbling block at present is a system of evaluation. It will be necessary to plot carefully our objectives and have them in writing

so that it will be clear to all parties involved, especially in our school where parental involvement in such matters is necessary

V. Responsible uses of physical, material , and human resources to sustain the learning environment

The use of the presently available language suite of rooms will provide an easily accessible learning environment. We have complete control in arranging these rooms and the equipment to our advantage. The students will have ample opportunity to use these facilities during their assigned language time and also during their free time. We expect extensive use of the honor pass which allows responsible students to move throughout the school according to their needs. A sign-in and sign-out system has been established so that we may easily keep track of the student and any equipment he is using. We have access to an ample supply of cassette recorders. We plan to have both required work and supplemental activities available for use by the students. At present they will have open use of the language suite, the Guidance Office, and the Media Center through use of their honor passes. Other potential sources of assistance are constantly being sought.

The Media Center staff has been extremely helpful and we have consulted them extensively in our planning sessions. They appear to be clear concerning their involvement. The lines of communication are open. The volunteer services in our school are well organized. However, we have had difficulty in the past with volunteers who lose their enthusiasm once the real work begins. We hope that the excitement of this program will be an incentive for volunteers to remain with us. Once schedules have been devised we will inform the students that volunteers are available to them as resource people. We also plan to make use of the advanced French II

students for individual tutoring sessions.

The Media Center is quite adequate for serious independent study. We also hope to make any section of the language suite available for independent work when not in use as a regular classroom. The conference room in the language area will provide still another quiet environment for serious study. All of these study areas come under the direct or indirect supervision of a variety of school personnel. We hope to lay careful plans for the smooth working-together of all the individuals involved.

VI. The processes of responsibly evaluating student and program strengths and weaknesses

As has been previously stated, methods for evaluation are at present quite unstructured and need considerable attention. Our intention is to devise a series of pre- and post-tests with results readily accessible so that students, too, can evaluate their work. Hopefully, evaluation will be directly related to the objectives stated clearly to the student, and that he will be able to profit instructionally from both the objectives and the evaluation based upon them.

The present grading system of A - E will unavoidably be retained. Calculation of the grade, however, will depend upon quality rather than quantity of work accomplished, and upon the achievement of certain minimum standards. Student recommendation will be considered in the determination of these minima.

Reporting to parents is extremely important to the success of any program in our district. In this respect, we feel that the traditional report card is inadequate. Therefore, we plan to distribute frequent progress reports to parents, students, and guidance counselors. Frequency is as yet undetermined, but ideally it should come upon completion of every post-test experience. This evaluation must be individually discussed

with each student to ensure a thorough understanding of his progress. We feel we can accomplish this with some minimum intervention by the guidance counselor and the parents. At this conference time, feedback from both student and parent can be collected, and the feedback can, in turn, serve to modify the program. Evaluation of the program, we feel, must be an ongoing process. It is our hope that we will be flexible enough to accept and correct as much as possible.

VII. Provisions for modifying processes when necessary

Following explanation of the program, any disinterested students will immediately be given the opportunity to choose between the traditional and the individualized program. Because of the very nature of the individualized program, the resectioning process can be carried out without penalty. In the future, this can be either a permanent or a temporary change, but for the first year, we have decided that any changes out of the individualized program must be permanent. The need for radical changes in the individualized program have not been anticipated. However, we are confident that it is sufficiently flexible to accommodate the needs of all persons who will be involved.

Especially in this initial phase, we feel very strongly that the attitudes of students must be heard, and that changes must be made to benefit their needs. We hope that the individual conferences will provide an opportunity to listen to and review these attitudes. Finally, the very nature of an individualized program allows for a student's need for rest and reassessment. This is reflected in our goal for evaluation which is to be one of quality and not quantity. The largest problem which we anticipate with the implementation of this program is the lack of cooperation on the part of the central administration of our school district. While they are philosophically in agreement with our plans, they have been very

uncooperative in providing us with a financial commitment. As things now stand, we are completely on our own. If we are successful, they will applaud us, but they are not willing to risk more than verbal encouragement. Thus we have decided to proceed on our own, not allowing their lack of support to stifle our enthusiasm.

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CASE # 2

The determining factor in our partial conversion to individualized instruction in foreign languages was to be a mid-year change in the school's schedule. Since February 1, 1972, the school has been on the LoPresti Alternating Schedule System. Under this system, the majority of classes meet either Mondays, Wednesdays, and alternating Fridays, or Tuesdays, Thursdays and alternating Fridays for a 70-minute period. This represents a weekly class-time loss of 25 minutes compared with the traditional schedule. Our foreign language 1 and 2 classes still meet daily for 1 mod (35 minutes).

Our Resource Center is carpeted, has tables of different sizes and shapes, bright new chairs, tape recorders, cassette players, a filmstrip viewer, record player, and file cabinet. Both the departmental office and the Resource Center are shared by foreign languages and mathematics. One full-time paraprofessional is in charge of the Resource Center, and either a math or a foreign-language teacher is assigned there every period.

The faculty was given a very short time to plan and prepare for this new program, but we in the language department started before the new schedule went into effect. On November 29, 1971, one other teacher of French and I began the "Open Classroom" in our F3A and F4 classes.

(F3 is an advanced group of sophomores who have been studying French since the seventh grade, and after one year of high school French, they are slated to take the New York State Level III Regents Exam. F4 are seniors who started French in the ninth grade, or are second-language students.) The program worked well in 40-minute periods five days a week. Since the concept of self-pacing and working with a schema was as new to me as to my students, we found it necessary constantly to revise the work outline. The students were extremely flexible and reacted favorably to the change.

Difficulties arose at the end of each marking period due to our expectations of how much the students could achieve and the discrepancy of their actual performance. We modified our original goals in terms of grades received. Other problems arose. F3A is a status class, and although several students did not belong there, they, or their parents, did not want them switched to the regular track. This resulted in a very wide range of work within any given class. Some of the brighter students resented the additional time I took working with the slower ones, time, which they felt I should have used to test them orally. Some of them felt they were not being tested often enough within one 70-minute period. They could prepare two steps, but it was possible that I might not be able to get to them twice, and that they might have to wait from a Wednesday until the next class meeting which might be a Monday before being tested again. To alleviate this situation wherever possible, we tested them in the Resource Center during our own 35-minute lunch mods, and I gave what came to be called, "Marching Tests". Whenever I was on hall duty, my students would parade down the hall with me. The biggest unresolved con-

flict was the matter of self-pacing in a Regents class where the students must have completed a minimal amount of work to be adequately prepared.

With the new school schedule, on February 1, 1972, we began a self-pacing, open-classroom system in our French 3 classes. The students took a bit longer to adjust to the new time schedule and the new classroom routine. Again, modifications of our expectations were necessary.

The amount of paperwork involved in keeping one's head just barely above water under this system is absolutely incredible. I had four of my five classes on individualized instruction, and found that I was putting in a school workday that began at 7:00 a.m. (classes began at 8:00 a.m.) and lasted until 5:00 p.m. (my teaching load was over at 1:00 p.m.). I felt like a test-maker, test-marker, and record-keeper.

The most encouraging results were in our French 3 classes. While the students did not learn perhaps as much as I thought they could have, nevertheless, I am satisfied that they learned thoroughly what they did learn. I was discouraged, however, by the performance of my F3A's on the Regents Exam, but that is not to say that they did not learn as well as the other group. They probably learned better, but it was just not enough! I hope to leave this Workshop with a fresh supply of ideas and innovative techniques to use this coming school year.

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CASE # 3

My school is located in an affluent upper middle class community. One of sixteen high schools in the school system, it is a modern air-consitioned plant built six years ago. The school has an enrollment of approximately 2200 students, a professional staff of 117 teachers, and a

guidance department of eight counselors.

Most of the residents are professional people, and in almost all the families of our students, at least one, and often both parents, have at least a Bachelor's degree. Our student body is college oriented; 85% do in fact continue their formal education after graduation.

Approximately 1500 students are enrolled in the various foreign-language courses: Spanish and French Levels I - V, German Levels I - IV, Russian Levels I - III, and Latin Levels I - V. The language department has a staff of thirteen teachers. Class surveys taken in September, 1971 indicated that 85% of the students take a language course to meet college-entrance requirements.

Although the school program would be classified as traditional, the adminstration encourages innovative programs to improve education. We have had interdisciplinary courses in American civilization and world civilization for the past six years; some math courses are taught by cooperative team teaching; in grades 11 and 12, an English elective program offers a variety of nine-week courses from which students elect the ones they prefer. In the spring, the students schedule themselves for the next year, arranging the sequence of courses and selecting the teachers. Next year we will initiate an alternative learning program for 125 students which combines math, English, social studies, and science. It will be an experiment in individualizing instruction on a contract basis.

If parallel scheduling permits, we try to group the students of Spanish according to achievement level. For students who have learning problems, we recycle at mid-year, permitting Level I and Level II students to repeat the first half of the year, rather than continue in a hopeless situation within the structure of our present program.

Foreign-language teachers have been aware of a need for a change in the language program because:

1. the drop-out rate is high;
2. of 300 students who begin Spanish Level I, only 30 (10%) continue on to a fourth year of instruction;
3. a lockstep county requirement to complete 12 units of A-LM work during the school year; depending on the ability of the student, this has caused much boredom or frustration;
4. according to State poll taken last spring, 80% of students indicated that, given a choice of dropping English, math, social studies, or foreign language, they would prefer to drop the language course first; in spite of high initial enrollment, there is low actual interest in and poor attitudes toward the study of foreign languages;
5. faculty relation ships are strained when students are permitted to move to the next level of study without minimal competency in the previous material;
6. students obviously vary greatly in ability, interest, motivation, and needs; teachers feel inadequate when they cannot meet the challenge of individual difference.

School policy is established by the County School Board which is responsible for the education of more than 136,000 students. We are currently in the midst of developing and implementing a comprehensive Planning Programming, Budgeting and Evaluating System (PPBES). The goals and objectives of this system are the basis of our proposal to individualize instruction in Spanish: Level I in the 1973-74 school year. The goal and objective of the Commitment to Education are:

Goal: To accept the responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually, and contribute meaningfully in his world.

Objectives

1. To insure that each student develops proficiency in basic academic skills.
2. To insure that each student develops the capacity to recognize and cope with the problems of an unknown future.

3. To insure that staff, students, and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community.

4. To insure the development of meaningful interpersonal relationships among students, staff, and community.

5. To insure maximum efficiency in the allocation of material resources.

6. To insure maximum efficiency in the allocation of human resources.

The greatest limitation we feel is our lack of experience in certain techniques, such as writing objectives, preparing learning packets, organizing for group work, keeping records, making multi-media presentations, preparing audio-visuals, etc.

Language teachers will not dispute the fact that a program of instruction that is oriented to the individual learner is theoretically sound. However, it appears that the success of such a program depends on the teacher's ability to create a proper environment, both psychologically and in materials and facilities. I feel that previous language methods have failed to achieve their objectives because teachers were poorly prepared to expedite them. Therefore, teacher training appears to be a crucial aspect of the success of this program. As a consequence of two unsuccessful attempts to individualize in two separate classes--unsuccessful because I could not prepare material, implement the program, evaluate performance, diagnose special difficulties, and keep the numerous records--I have been motivated to attend this Workshop. Enthusiastic, well-prepared teachers are the best insurance that a program will succeed. (We have a year in which to get ready.)

Some random reflections: 1) In-service training will be needed to acquaint that staff with individualized instruction, the terminology,

methods and techniques, so that we all begin with a common frame of reference. 2) Whether classrooms are self-contained or not, the basic planning must be a cooperative effort. Objectives, criteria, evaluation, analysis of functions and components must be mutually agreed upon. This seems to be where we stand at present.

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CASE # 4

PROPOSAL: TO INDIVIDUALIZE FRENCH INSTRUCTION IN 7th AND 8th GRADES

I. WHAT

1. Reflection on Purposes

Children in our school start French in 3rd grade. By the time they reach the 7th grade, the novelty has worn off, and many seem to have lost interest in the subject. Something new is needed! Since abilities, learning rates and learning styles vary greatly, my hope lies with individualized instruction.

2. Identification of Issues

A) The students have to be prepared to enter French II at a Regional High School. They have to pass an exam imposed by the high school.

B) We have to use the text used at the high school (Learning French the Modern Way I (2nd ed) and complete a certain number of chapters.

C) Priority of the foreign language program is low! No permanent classroom, not much equipment. Teacher to teach two 7th and two 8th grade classes on half-time contract.

D) Teacher who taught these children for the last two years "turned off" many of them.

3. Identification of Assumptions

A) Invariant

1) Classes meet 5 times a week for 40 minutes (no flexibility).

2) Prescribed text must be followed.

3) Size of classes (20 to 25).

4) Lack of aides.

B) Variable

1) Ability of students.

2) Self discipline of students.

II. WHY

Justification

1) To work with students of varying degrees of proficiency.

2) To compensate for the students' wide variation of foreign language learning ability and differences in individual modes of learning.

3) To facilitate the acquisition of skills at each student's own optimum rate.

4) To give students a more satisfactory foreign language experience (Sense of accomplishment may be motivating factor).

5) To reduce classroom stress and avoid ego damage.

6) To teach students to (a) organize their time
(b) establish and achieve goals
(c) assume responsibility for independent work.

7) To improve relationship of teacher with students.

Identification of Objectives

I. A) To teach for 80 % mastery of basic material: lexical and structural elements.

B) To promote student use of French in free communication situations.

C) To vary materials and goals in order to give each student a chance to succeed.

D) To promote the enjoyment of French.

II. To pass the exam given by the high school to enter French II.

III.
A) To make the student aware of the nature of his learning task.

B) To get the student to assume the responsiblity for his learning progress.

III. WILL IT WORK?

Practicability

A) Feasibility of Proposal

1) Factors favorable to individualization in my school.

a) Teacher wants to individualize (sincere enthusiasm!)

b) Innovative principal (In theory! He wants me to individualize instruction within present budget limits and under present physical conditions).

2) Factors unfavorable to individualization in my school.

a) No time flexibility (5 forty minute periods a week).

b) No space flexibility (possibly - or probably! - the four classes taught by me will be in two or more different classrooms.)

c) No assistance from aides or other teachers.

d) High School determined traditional curriculum.

e) Children must pass an exam into French II which is imposed by the high school.

f) Teacher's (my) inexperience with individualized instruction.

g) Teacher's inexperience with junior high age children (I have been teaching French in 3rd, 4th and, in some years in 5th grades for the past six years).

h) Lack of discipline of some of the students.

i) Some dependent, relatively immature students.

j) Rigid grading system

k) Some "traditional" colleagues.

l) Community expectations may be rigid "traditional".

B) Requirements of Proposal

1) Text (Learning French the Modern Way) should be divided into packets or units each with

a) its objectives

b) a variety of exercises to give the students immediate and direct application of that objective

c) test on that objective to be taken by the student when he is ready for it.

2) Remedial Material for the student who does not pass test with 80%

3) Enrichment materials

4) Cultural materials: filmstrips, maps, magazines, games, films, records.

C) How to Meet Requirements

Make up individual ditto sheets with material to be learned:
1) objective of each step
2) exercises
3) vocabulary
4) self-correcting drills
5) tests

Communication assignments

Tapes: drills, question-answers, comprehension tests

Language Master (if machine is obtained) cards prepared to reinforce written with oral.

Films, filmstrips

D) Measurability of Results

Tests: Students must show 80 % or better mastery of basic material.

Student must demonstrate ability to communicate.

Development of records: statement of progress in terms of objectives.

Evaluation of program by the students at regular intervals.

E) Unanticipated results

Possibly some students will do a minimum amount of work (lack of motivation).

English may be used excessively between students.

(PRE-TEST DATA)

IV. ANY CONFLICTS

Value Compatibility of Proposal and Objective with other values held

Teacher might find it difficult to accept the fact that some students are not trying their best.

Teacher's tolerance for moments of apparent disorganization might be low!

Teacher might have tendency to be authoritarian.

Dependency-conditioned students might find it difficult to direct their own efforts toward educational goals (difficulties in motivating themselves to work)

It might be nearly impossible to have many types of materials so that students may choose things of interest to them.

I find oral work very important and fear that there will not be enough opportunity for the development of the oral skills (spoken proficiency).

V. WHAT INSTEAD?

Alternatives

A) Class divided into three ability groups: while one group works with th teacher orally, another group works with machines, while a third group works on written materials.

B) Traditional teaching

VI. WHERE DOES IT FIT?

Value Hierarchy

VII. WHAT ACTION PLAN?

A) Prepare learning units
   1) Define behavioral objective of lesson.
   2) State what the student is expected to be able to do after completion of unit.
   3) Prepare learning activites.
   4) Suggest studying techniques (ex. studying with a partner, listening to tapes, using visual aids).

B) Prepare practice tapes to supplement the commercial tapes.

C) Prepare Language Master cards.

D) Prepare tests which diagnose the students' knowledge or skills according to the predetermined criteria.

E) Prepare a placement test for the 8th graders (some completed 5 chapters, others 6 chapters in 7th grade with another teacher) which will be diagnostic in nature.

F) Plan the first few weeks of school when the students will have to be taught how to learn with materials at hand.

G) Give thought to contract writing
   1) Goal setting
   2) Methods of attaining objectives
   3) Conditions of evaluation
   4) Acceptance of necessary constraints (time).

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CASE # 5

I. The Language Program

Enrollment is approximately 550 students, grades 9 - 12.

This is a public high school which accepts students from eight parochial feeder schools and one public feeder school. No foreign language is offered in any of the feeder schools.

Spanish is the only foreign-language offering. Freshmen are not encouraged to enroll. Spanish I is usually begun in the sophomore year.

(PRE-TEST DATA)

1. Reflection on Purpose

The purpose of the Spanish program is to interest as many students as possible in the study of the Spanish language. At present, only college-oriented students elect a foreign language.

The highly academically oriented students have achieved success in the present program, and for the most part are very enthusiastic about continuing. Several less talented students, however, have been forced to earn C's, even though some of them work very hard and do what is expected of them.

A certain percentage of academically talented students are "turned-off" because the courses are taught in such a way as to force all the students to move forward in the same program at the same rate. These students earn C's because they are not challenged by the pedagogical method or because they object to the concept of the teacher as the sole dispenser of knowledge.

The purposes of the Spanish program are not being fulfilled. Too few students are studying language. It is questionable if those students who do achieve under the present program are really learning to appreciate Spanish-speaking peoples and their customs.

II. The Language Program Should Be Individualized

Justification for Individualizing the Program

While highly academically oriented students have achieved, and have, in fact, indicated that they enjoy language class, they have also indicated that they are "bored" by the audio-lingual method found in the A-LM program. They object to the fact that most of their real oral practice involves rather unexciting activities such as making the necessary changes in verb paradigms and substituting words in a drill. Mediocre students

indicate that they are even more "bored" than their more talented classmates by the A-LM method. Dissatisfaction with the A-LM program becomes especially apparent after the first year of study.

Second-year students have revealed what they feel they would choose to study if they were given the opportunity. The second-year students surveyed indicated that they would like

a. to converse more in Spanish

b. to improve listening comprehension

c. to read Spanish language novels and stories

d. to study the history of Spain and Latin America

e. to study the geography of Spain and Latin America

f. to study Hispanic customs

g. to compose original compositions

h. to discuss world politics and current events in Spanish

i. to read current Spanish language newspapers and magazines

It appears that the students have themselves indicated the directions of a program which truly meets the original purpose of the Spanish language program. The students have suggested a program which would 1) help them to speak the language and 2) help them to appreciate the Spanish-speaking peoples. Since the students indicate that their interests are individually different, and since it is known that each student learns in a different way at a different rate, it seems logical to propose an individualized program of Spanish study.

III. The Practicability of an Individualized Language Program

Feasibility of an Individualized Program

Time does not permit a complete change to individualized instruction in all three levels of the program. It is felt that only instruction at Level III can be properly planned by Fall, 1972.

A well-planned mini-course approach to Level Three would afford advanced students the opportunity to explore their interests in the language.

The proposed mini-course programs for Level Three would consist of the following offerings: each offering would be for a specified number of weeks.

a. Repaso de Gramática

b. La Vida Contemporánea

c. Situaciones Diarias

d. El Pequeño Teatro

e. Los Revolucionarios

f. Viajes y Turismo

g. Diviértense en Español

h. Brown Power

i. Proyectos Individuales

Other Possibilities Are:

a. Lectura

b. Mejorar el Comprendimiento Escuchado y Leído

c. La Historia de España y Latinoamérica

d. El Arte Hispánico

e. Conversación y Composición

Requirements for an Individualized Program With Mini-courses

a. Adequately equipped classroom

b. Adequately trained teacher

c. Resources, books and volunteer speakers

d. Library facility

Meeting the Requirements

a. The classroom. The Spanish classroom is adequate in size for the present enrollment. Presently, the largest class has 15 students. There is one Wollensak reel-to-reel recorder and one headset per student. The room is wired with an induction loop which transmits the tape program. The headsets may be used anywhere in the classroom. Several other recorders could be borrowed from the library.

The classroom would be the only place for individual study other than the library.

b. The teacher. The teacher would be adequate only if trained to design, realize, supervise, and evaluate an individualized program.

There is only one teacher. Duties cannot be shared with other staff members.

c. The resources. No one text has been chosen for Level Three. At present, the instructor is examining many books which would serve for various mini-courses.

Most written materials to be used in the mini-courses are found in sample copies of texts and can be adapted to individual mini-courses.

It appears that some materials including tapes and books can be lent to the Spanish Department by the local college through an Inter-library Loan arrangement. The success of several of the mini-courses will depend largely upon the resources lent by the college.

d. The library. While the school district is wealthy, the high school is deplorably equipped. The library is small, and it is not a place conducive to study. The librarian cannot be depended upon to provide cheerful service to either student or teacher.

The library is thought of as the place to go if one wants to avoid being stuck in the overcrowded study hall for an hour.

In short, the resources in the library are pitifully inadequate, and the librarian is uncooperative.

IV. Conflicts in Individualizing the Language Program

With the Community

This is a small conservative community of approximately 3,000

inhabitants. The ancestry of most people is German. It would be safe to say that the services of few, if any, volunteer resource persons could be secured.

The people are suspicious of "progressive" education, partly because it might cost them more than the present system. The school board has seen fit to hire a principal who is also conservative in matters of spending.

With the School Administration

Individualized instruction has never been discussed at an administration-faculty meeting. It is evident that it is not even being considered as a possible school-approach to instruction. However, it appears that in his own classroom, an individual teacher is free to develop his own teaching style. Consequently, if Level Three were offered on an individualized mini-course basis, in all probability the program would be allowed.

With Credit to Be Awarded

It is doubtful that the present administration would allow assignment of credit for whatever work is completed, and thereby discard the Carnegie unit.

Mini-courses could be offered under the present system if each were worth a stated fractional part of a credit, and if the student were compelled to complete 1/2 credit's worth of mini-courses per semester.

At this time it is not known what would happen if a student failed to complete 1/2 credit in mini-courses per semester. Presently, if a student fails to complete the work required by the end of the semester, he receives an incomplete. There are very few incompletes given because teachers are encouraged to give either D's or F's rather than incompletes.

With the Library

The school has a very poorly equipped library. The library would not be adequate for the needs of any student who wished a quiet place for studying. The library is thought of as the lesser of two evils when spending an hour in the study hall and an hour in the library are compared.

POST-TEST DATA

CASE # 1

A. Before School Begins

1. Prepare detailed plans for the review lessons 1-5 (Cours Elémentaire, Dale and Dale) to be treated traditionally.

2. Prepare detailed instructions for at least lessons 6-15 to be used in an individualized manner. Every two lessons in "Course Elémentaire" are supportive and therefore the combined two lessons offer a greater variety of skills and activities to be used in conjunction with behavioral objectives as the medium of instruction. Each "unit" will have a pre-test and a post-test with some self-evaluative, peer-evaluative and teacher-evaluative means as well. Modification of behavioral objectives will occur as the students become more involved in the planning processes and as their skills, aptitudes and interests are assessed.

3. The inclusion of much more cultural emphasis in the program will require that we use the multitude of resource information obtained in the workshop to "stock up" on cultural material to be used as enrichment, incentive, and as part of the program itself.

B. First Week of School

1. Familiarize the 9th grade guidance counselor with our program and ask her help in preparing a written form to be signed by both student and parent following orientation, stating acceptance of the program and permission to participate in it.

2. Meet with the Media Center staff. Be sure that they understand their commitment and their role in implementation. They will be asked to have segmented cassette tapes and recorders available for the students to use during free periods. They will also be asked to aid,

as usual, in ordering films and providing resource materials.

3. Begin preparation of the contract form to be signed by each student at the beginning of the individualized program. The contracts will be devised on a short-term basis and in accordance with the individual students's aptitudes and interests as shown in the first five traditional units of work. No two contracts need be alike.

4. Prepare a pre-test of attitudes toward learning to be administered to all participants in September and again in June and to be used in evaluation of the program.

5. Be sure that the tapes are being divided onto cassettes by the Media Center aides. Each tape should be in accordance with individual skills and behavioral objectives.

6. Contact the Superintendent's office concerning volunteer services. Meet with volunteers as soon as possible to determine scheduling on a regular and frequent basis.

7. Contact the local University, Department of Modern Languages, and ask for any possible volunteers as Teacher Aides.

8. Meet with the school's foreign language team and explain to the rest of the team exactly what we will be doing in our pilot program in individualization. Solicit their aid and schedule any help they are willing to give.

9. Privately talk with the French II teacher and schedule help from any of his students as teacher aides.

10. Present final plans to the principal, for his approval and discuss problems. (He will have already been consulted in the initial stages of planning.)

C. Prior to Completion of Lessons 1-5

1. Make initial presentation to the section chosen to participate. Explain in detail what they can expect and assure them that at any time they may return to the traditional class by a simple switch of French sections. No other part of their schedule will have to change. Be sure that they understand that there will be no penalty for their choice of either class. Explain also their role in planning and implementing the program. Listen to their suggestions.

2. Have an explanation of the program in the mail to be received at home the same day as the presentation in class. Announce a meeting to answer any questions that the parents might have and allow us to make a formal presentation of the program. Include as well our phone numbers so that anyone unable to attend can get in touch with us individually. Include a parental permission slip for any parents who want to give their permission without any further explanation.

3. Hold the parental meeting and collect all parental permission slips. The meeting with parents might well be the most important step in the success or failure of the program. A list of advantages from the literature on individualization will be most useful in presenting the philosophy of our program. The fact that, at first, the program will be very limited, the controls very tight, and "escape" possible should help to assuage the fears of our extremely conservative and concerned parents. Suggestion and apprehensions will be dealt with openly.

4. Re-section any students who do not wish to participate.

5. Schedule last minute meeting with the counselor to check on feedback from the students she has talked to and to be sure that all of the parents are content.

D. First Step in Individualized Program

1. Pep talk with the participants to encourage motivation.

2. Have all students sign their contracts. File these with the parental permission slips.

3. Explain in greater detail the mechanics of our individualized program. This will include the physical set-up, available resources, information concerning native speakers and teacher aides, availability of Media Center resources, and guidance opportunities.

4. Show the students where all the available learning aids are located and how they may use them.

5. Show the students their folders and have them fill out their study hall schedules.

E. Second Step

1. Make sure that everyone is happy with his decision and allow for any further needed re-sectioning.

2. Review the physical lay-out of the space and use of the equipment with the students.

3. Administer the pre-test of learning attitudes.

4. Begin handing out materials for the first unit of work, starting with large group instruction seeking possible methods of approach and then dealing with individual problems and questions.

5. Allow the students who scored an A or B on the test for Lessons 1-5 to begin work at their own rate.

6. Treat the rest of the class as a group and begin to work together on the unit with one teacher leading them as a somewhat traditional class. As the teacher judges each individual's performance, or at the individual's request, allow him to break away from the group and begin to work at his own pace.

7. Provide constant encouragement and help to those entering the program.

8. Offer many group activities and instructions in the initial stages to help the students ease into their new role and increase feelings of security.

F. Long-Range Plans; Final Implementation

As the program progresses and more of the students are included, we will begin implementing more and more of the elements described in the original paper, thus permitting greater student involvement and a wider range of activities. The controls, up to this point, have been imposed to permit corrections and revisions in the process and to allow the teachers involved to assess their own management skills and capabilities.

Within the academic year, we should have made a strong beginning and tackled the biggest problems, and should be well on our way to handling the more weighty tasks of crediting and grading on a continuous basis. We would also hope to be in the process of introducing mini-courses designed for different interests and shorter periods of time.

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CASE # 2

Short-Range Objectives

"Reflection on one's own involved state is often necessary to make adequate use of oneself" (Charles O. Curran, Counseling and Psychotherapy, quoted by John F. Bockman during the Workshop). I have spent the last week or so listening to the experts, conferring with the consultants, interacting with my colleagues, reading the literature of the profession, "reflecting on my own (very) involved state," and now I shall attempt to show on paper how I propose to make adequate use of myself.

(POST-TEST DATA)

This past year's experience having been the best teacher, I now propose as my first short-range goal rehumanizing the role of the teacher. By that I mean that the system or program of individualized instruction that I intend to create will be well-organized, explicitly defined in terms of behavioral objectives for both teacher and student, with materials and activities well planned in advance. This will allow me to act as a facilitator of learning, and not just a tester, test-maker, and marker, and more importantly, it will allow me to interact with my students in the language.

The goal of rehumanization will be achieved because I will start with one class (French 3A - high school sophomores who have been studying French since grade 7), and because I will always maintain control over the system. I can almost predict success for this year because I will be dealing with bright students who are more flexible, more highly motivated, more success-oriented than an average group. Before classes begin in September, I will look through all the materials on hand in school and attempt to cull out readings, structural exercises, listening tapes and tests, cultural materials (some of which I can hopefully convert to simulation games), and vocabulary developing exercises which I will organize in such a way that they will complement our basic text (A-LM, Revised Edition). During the first week of school I shall begin scheduling personal conferences with each of these students to get some background information. If this proves not to be feasible, I shall ask them to fill out an attitude and interest questionnaire on which I might ask some of the following questions:

1. What is the most important thing you would like me to know about you?
2. What aspects of French study are you good at?

____understanding spoken French
____understanding written French without translation into English

____translating from English to French
____translating from French to English
____answering questions orally
____giving written responses to oral questions
____conversing on a given topic
____"free" conversation

3. Up to now, which aspect(s) of learning French has(have) been most difficult or the most boring, and why?

4. Which activities do you feel are important and are ones you would like to work on this year?

____vocabulary development
____speaking French
____reading French and discussing the content
____reading French and writing about the content
____learning structure
____learning verbs
____translating English to French
____dramatizing short skits
____creating original playlets
____learning about the art, history, music, theater, daily life of a different culture
____writing individual reports for group or entire class discussion

If, as I am hoping, there is a high correlation between the student responses to this questionnaire and my pre-planned supplementary activities, then, psychologically at least, I will be ready to begin teaching the class as a single group until I see the natural split into the three groups of fast, average, and slow learner. After covering about two units together, we will divide the 70-minute period into three 20-minute segments during which each of the three groups will work on a different activity, suited to their needs and abilities as I have determined them. During each of these 20-minute segments, I will work with a different group and check on their progress. The remaining ten minutes (coming at either end of the period) will be devoted to full-class conversational practice at the elevel of the middle group.

Once this set-up is fully under my control, I will allow the better students out of the textbook and my classroom and into the Resource Center once a week or for one-half period per class meeting, i.e., twice one week,

then three times the next for 70 minutes, to work on the supplementary materials. I will still be in control of the system because directions will be explicit, behavioral objectives will be established, minimum proficiency will be required to vary with the behavioral objective of the activity, answer keys will be provided for student use in checking some of these written exercises, short self-evaluative pre-tests will give students immediate feedback as to their progress. Additional activities will be provided if students fail the pre-test.

This past year, the students worked from a "schema" that I had devised for each unit of A-LM. The schema provided for written and oral activities which required the student to demonstrate ability in the four-skills areas. Quizzes had to be passed at 80% minimum proficiency, but could be taken an unlimited number of times. I shall revise this schema to include the following: behavioral objectives--a general one for the unit, and specific ones for each step; short, self-evaluative pre-tests to precede each of the three quizzes whose grades will be counted. The quizzes can be taken only twice. I see a great need to eliminate the formalized oral testing as I was doing it because it consumed an inordinate amount of class time and was not effective or efficient communication. As a short-range goal in the area of oral testing, I can envision the following implementation: I will put oral tests of various types, e.g., sound discrimination, listening comprehension paragraphs, oral rejoinders, etc., on a cassette, and the students will give oral answers to the questions. The answers will either be provided at the end of the cassette or on a written answer key for immediate feedback to the students. the area of communication, I can include role playing, simulation games (sometimes along cultural lines) for the brighter students to prepare in the Resource Center and perhaps to perform either for the class

or for me alone. During the last ten minutes of a period, I will divide the entire class into small conversational groups of three or four students, each with a student leader, and give them a list of related topics to discuss among themselves and with me.

If I see that they are a really creative group, I can envision the following sequence of activities culminating in purposeful communication:

1. Assign as a compositional activity the writing of a letter to "Dear Abby", possibly to be done anonymously.
2. Give each letter to a student other than the writer for an answer.
3. Choose four or five of the best questions and answers, and use them as conversational stimuli for class discussion. (I am assuming that students will write letters dealing with their own real problems, and, perhaps, indirectly we may be able to help them.)
4. Divide the class into groups of four or five, appoint a student leader to whom the problem will be given. The group will discuss it and report back to the class.

To increase motivation and to stimulate conversation, I will create a permanent box labeled "Problèmes à Résoudre" or "Point de Départ" into which students may at any time place problems, personal or scholastic, ideas, suggestions, etc., written only in French for the class to consider.

Long-Range Objectives

Whenever I feel that my control of the system permits, I will move still further along the path to individualized instruction. When programs of individualized study are attempted on a larger scale, I see the need for a required orientation program for students and parents, sanctioned by the administration. This orientation should be organized in the form of behavioral objectives stating the purpose of the particular program of individualization, the expected student behavior under such a program, the conditions under which students are expected to perform, the evaluative criteria to be used,

as well as the components of the program that will be available in the realization of the goals. Ideally, after the orientation, with the consent of parents, the student should be given the option of entering either a traditional or an individualized program of instruction. The availability of such options on an organized basis is what makes this a long-range objective on the secondary level at least.

I see a slow change in the grading system. At this point I find it difficult to conceive of a traditional grading system that can account for time differences in learning achievement without penalty to those students who need the longer time. The "recycling" system used at the John Dewey High School in Brooklyn (five seven-week cycles per school year) sounds excellent, but is not feasible for implementation at our school for the present. It might work better to give a grade of Incomplete until the quantitative course requirements are met at the required level of proficiency. The inequity here is that in our school there can be no carry-over beyond the fourth marking period, i.e., the student must complete the course by June. An objective to strive for in the future is converting the Guidance Department to acceptance of the need for variable credits.

I have profited tremendously from this Workshop because I've been able to see many of the mistakes I had been making and how they can be corrected without throwing out all the work I've done and starting again from scratch. I have been shown the sequential, step-increment path that is the only logical way to begin to individualize instruction. I can face this coming year somewhat more secure in the knowledge that I am taking a beginning step on the path leading to the individualization of instruction

which, in turn, will lead to the individualization of learning.

"Reflection on one's own involved state is (absolutely) necessary to make adequate use of oneself." The past two weeks of reflection, introspection, and analysis have convinced me to try again--this time on a more realistic basis, with a more humance approach both for my students and myself, and on a smaller scale. This Workshop has provided me with the vital shot of adrenalin necessary to attempt such an undertaking.

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CASE # 3

In writing this final paper, my thoughts return to the title (and objectives) of this Workshop: Analysis and Introspection. I must ask myself: How have I been affected in these areas during the past two weeks? The answer is, "Remarkably!" I am not sure, however, that I can convey to what degree this is true. We have been bombarded by concepts, philosophies, systems, reevaluations with little time to think about them. My mind needs to lie fallow, to reflect on what I've heard and read, to turn it over, to decide how it all relates to my unique school experience, to let it gradually enrich my thinking. The processes of analysis and introspection will continue long after I have left West Chester, and the objectives will ultimately be (performance-) tested in my classroom in the ways in which I relate to students and in the learning they accomplish.

When I arrived here I had had two disastrous experiences trying to implement individualized instruction in my school. I felt I had not succeeded because I did not know how to implement an individualized program and because I did not have adequate materials. When the consultants spoke

of individualization as a philosophy, not a method, I took it for educational jaberwocky. For me it was another in a long line of ,ethods designed to help overcome some persistent and annoying problems. I have come to realize, however, that individualization is indeed a philosophy, a new perception of the relationships among the teacher, the learner, and the goals of education. It is a new way of looking at the world, both the one that exists today and the one that will exist tomorrow.

Individualization is not LAP's, checklists, supplementary materials, or technology. It is an attitude, a value system, a perspective on education. It begins by looking at yourself: who you are, what you are, and where you fit into the scheme of learning. It is followed by establishing the proper environment where learning and growth can occur. Materials are a needed part of the system, but the "medium is not the message."

One must now think in terms of the next step. Since we in our school are planning to implement an individua zed program in 1973-74, there is time to plan carefully. The department is being asked to make a commitment by writing objectives at the classroom level to implement the County guidelines. Our department will meet at the end of August to arrive at the objectives cooperatively. I will undoubtedly be the only one in the department who has had exposure to a Workshop such as this. The direction our program takes depends on what we do at that meeting. I have the responsibility to make some concrete suggestions.

Meanwhile, throughout the year I intend to learn more about the techniques of analysis and instruction. I don't intend to use the word "individualization" in reference to anything I do. If a technique fails, I don't want individualization to have failed. I am afraid that heaping LAP's, checklists, criterion-

referenced tests, and behavioral objectives on students (en masse or separately) and calling it "individualization" will do more harm than good. Conceivably, anything labeled "individualization" can be defeated by association with ineptly handled programs and techniques purporting to be "individualization of instruction."

I do feel, however, they are useful techniques to be employed when applicable. Therefore, I intend to incorporate them into my regular school program next year; first to give me experience in using them, and second, to acquaint the students with them so that they aren't continually disoriented by "something new." There is a measure of security in "the same old thing." I intend, for example, to use:

1. LAP's to review the previous level at the beginning of the year, utilizing a pre-test, learning activites, and a post-test based on a "need to know;"

2. Checklists of the main points of the new units along with self-evaluation so that a student can measure his own progress and ask for help when he needs it;

3. Small groups and individuals to cover material as a review, new presentation, cultural material, or discussion;

4. Cassettes and tapes, tranparencies, slides developed by me to relate to specific aspects of the course.

In time I hope to become skillful and comfortable with those techniques that suit my personality. In other words, an elaborate "dress rehearsal" designed to permit me to delete those techniques that fail for me without ascribing the failure to individualization.

No other subject interfaces with so many other subject-matter areas

as the language courses: English, social studies, geography, anthropology, art, music. I intend to "brain pick" my colleagues in these other subjects because they are using methods and techniques that can be applied to language classes, sometimes by merely translating the material into the target language. In this way our co-workers can become another resource to our students.

In turn, we should get out of our "eggcrates" and into the other classrooms. We have a lot to offer the other disciplines. It lends credibility to the World Civilization class when we act as consultants to the study of Spain in the 14th century, or Latin America in World Geography, or even to making piñatas in the art classes. Here is an opportunity for simbiosis to take place in education.

Cultural content interests me, and I believe, the student as well. If the third, fourth, and fifth years offer a lively, interesting program, the student wants to go on and may accept "scut" work in the early levels as a means to functioning eventually in such a group. I believe the first two years must be directed to developing basic communication skills. We lose students after Level II for two reasons: 1) They know they lack control of the basic skills and are too smart to commit academic suicide in the advanced levels; and 2) The program offers nothing new at the upper levels, just a continuation of "scut" work. That is why mini-courses are to be presented in the last nine weeks of the school year. I will have seven months to work on research and development of these courses. Since I want to get out of the cognitive domain and into the affective, the main objectives will be stated in affective terms. I know that cognitive communication skills must and will be reenforced in the natural course of events). At the upper levels there needs to be a shift in emphasis so that the skills become the means and not the end of the course. I feel

sure our students will react more positively to goals in the affective domain.

I plan to develop these courses in the area of contrastive cultures. I am working on the first one which will deal with stereotypes -- American stereotypes! The title will be: Seeing Ourselves as Others See Us. My primary objective will be to have students realize the abuses of stereotyping by reading about American stereotypes in Spanish literature. Some materials I am already acquainted with are:

Por Esas Españas: a series of short (3-4 pages) stories that develop stereotypes of national characteristics. The selections are short and amusing.

Modas de Vivir by Julian Marias: a series of essays depicting the American as a gum chewing, female-dominated, drugstore-oriented materialist, in an amusing but satirical manner.

The Banana Trilogy by Miguel Angel Asturias: (another gum chewing protagonist) which deals with Middle-American views of North Americans as imperialists, materialists, and sexual extremists.

Another course could be developed around the role of women in the North American and South American societies. The English elective course for juniors and seniors may provide ideas for short courses that may have transfer value in our language fields. I also intend to review our film catalogs for films which may be utilized in such a program.

The last area of which I have been thinking is whether a selection of method, as well as a time option, can be offered to our students by adapting a basic text (ours would be A-LM Level I) to different ways of learning. Can an A-LM text be controlled to meet differences or preferences in methods of learning? If the material as it exists in the text,

tapes, workbooks, is regarded as the "core" material and if we can assume this can be completed by the average student (with 80% competency in criterion-referenced tests), can we by deleting those exercises that are related to listening/speaking, provide for the child who functions best in reading and writing? Or by emphasizing the audio/lingual aspects, provide for the nonverbal child? Thirdly, by manipulating the material, can we provide a program in the passive listening/reading skills? The language-oriented child would work with the core materials and complementary and supplementary materials that would broaden his base of understanding and ability to function in the language. (I think we need to put a brake on students being motivated to dash pell-mell through units with the sole objective of completing two years work in one. I am sure retention of material suffers.) Why not let them slow down a bit, let them move horizontally, before moving vertically again. One question I have: Can the data secured by administering the Pimsleur Aptitude test before entry into Level I provide accurate information so that an audio/lingual or verbal/graphic predilection could be identified?

I have subjected you to my "stream of consciousness" as it relates to my thoughts, ideas, feelings, and reactions to individualization, as I kick it around and examine it in my own mind. Briefly it summarizes in this way:

1. To prepare objectives to present at the language department meeting in August;

2. To utilize some techniques associated with individualized instruction in my classroom next year;

3. To find out what I can beg, borrow or steal from other disciplines that can be applied in language classes;

4. To get out of my classroom into some of the other subject areas. To let the faculty and students know how versatile language teachers can be and that we exist beyond "listen and repeat;"

5. To develop four mini-courses for advanced classes based on affective objectives;

6. To examine basic text materials, to see how they can be manipulated, not only to adjust to a difference in time allowance, but to method and interest as well.

Obviously I cannot do all these things at once. I will begin with work on numbers one and two before school begins; I hope to implement number five during the first semester. Maybe I can study text materials next summer. I hope all of you see yourselves mirrored in this paper. The place where each of you has influenced me should be obvious. I thank you for a stimulating and thought-provoking experience.

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CASE # 4

The most valuable advice I received in this workshop is: "Proceed with care! Go slowly! Anticipate the problems. Plan solutions."

So, instead of individualizing French instruction in my two seventh and my two eighth grades in September, I am planning to keep the classes together at the beginning of the year. I hope however between now and September to prepare worksheets, checklists, objectives, explicit instructions on how to go about learning the material, short quizzes, tests and cultural material for some of the chapters of the book, Learning French the Modern Way.

All the students in the class will get these sheets for a given chapter. We will work together, as a class, but the students will be encouraged to take on more of the responsibility of learning. They will

read over the objectives, work first with the teacher, then with each other and the machines, take self-tests, etc. For each new objectives and learning step they will be pulled together for "mass teaching" followed by some self-teaching.

Individualized instruction for a small group of outstanding students.

After much practice at following written learning steps, using the tape recorder, cassettes, and Language Master (if I obtain one), I plan to allow the best 5 or 6 students to adjust their learning rates with brief daily teacher help and evaluation.

One of my unsolved dilemmas is what to do with the "fast" child when he has finished the chapter. Till I feel more secure with individualization, I might give him enrichment material, easy books, magazines, listening selections, cultural materials, games or similar materials in other textbooks. In order for this supplementary material to seem worthwhile to the child, I will have to write objectives and tests for the enrichment material. The "fast" child will also be encouraged to work with his classmates. We will thus all proceed to the next chapter together.

I hope eventually to feel secure enough and well enough organized with records, availability of materials, etc. to allow the "fast" child to go on to the next unit in guided fashion (while he participates with the other students in class activities two or three days a week). I will gradually allow more children to adjust their learning rates.

PROBLEMS

Space

I will be restricted to a conventional classroom (I probably won't have my four classes in the same classroom). I hope to have the students

working alone in several "corners" of the room, and possibly get a screen to keep them from being too distracted by the large group working en masse. I may send a few to work in the hall, although it is rather difficult to concentrate there. I have made arrangements with the librarian to send a small group to the library, but talking is restricted there too.

Parents

I am concerned that some parents will surely want their children in, or out, of the program. Since only a few will be involved at first, a meeting with parents might not be advisable. Parents not invited might feel slighted. In our small community where parents are quite involved with their children's programs, talk to each other, etc., this differentiation in treatment might create problems. I believe my best solution will be to make as little "fuss" as possible. I plan to advise parents at "back-to-school-night" that I have rewritten some of the material to enable the student to see clearly what his objectives are, the steps needed to attain them, the self-testing of one objective at a time, etc. I'll stress the fact that all children are encouraged to accept more responsibility for learning.

Lack of Motivation

As long as only the better students are involved in individualized study, lack of motivation will not be a great problem. However, I plan some specific re-motivating activities (Set-to-Learn activities suggested by Wilga Rivers in The Psychologist and the Foreign Language Teacher). I also plan to have students evaluate the program.

Grading

I would like to have motivation and drive count as a good part of the grade, as well as the amount of French spoken in class.

The chief grading problem will come when all students are working in an individualized program. Is the student who has mastered six chapters and worked to the best of his ability entitled to the same grade as the student who has mastered ten chapters? I will present this problem to the administrators.

Oral Work

Will the student speak enough? I hope to have regularly scheduled sessions of controlled or guided conversation, perhaps twice a week for half a period. I will also try to get parent-aides and high school students to volunteer for additional oral practice. In my view, the development of oral proficiency in an individualized program remains one of the biggest problems.

Slow Progress

It seems to be my responsibility to get as many children as possible into French II in the high school where an entrance test is administered. I am concerned that while six or seven best students work individually, the average-slow group will progress too slowly to be prepared for the high school standards. This remains an unresolved problem.

Classroom Management

I see a link between classroom management and progress in work. Therefore, I plan to prepare efficient ways of keeping records, working with a variety of groups that need help, testing, counseling, etc. For this reason, I plan to individualize only a small group of outstanding students at the outset.

Tasks to Be Completed

Prepare:

1. Checklist for chapters (list of learning activities to be accomplished, with control sheets)

2. Objectives of various sections of chapters (including the performance level expected)

3. Procedural steps (how-to-do activities), including sheets to supplement and clarify the textbook

4. Tests: both informal practice quizzes and tests

5. Tapes to supplement commercial tapes

6. Eliminating non-essential parts from commercially taped materials

7. Diagnostic test for the eighth graders who will arrive with different preparations (some have completed five chapters, others, ten)

8. Visuals and drill materials (e.g., verb cards labeled by chapters)

Conclusion

This program of gradual implementation will give me an opportunity to re-educate myself to shift the emphasis from teaching to facilitating learning. It will also allow time for the re-education of the student who has to learn to cope with his freedom and assume the responsibility of learning.

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CASE # 5

My plans for the Level III program have changed as a result of exposure to the ideas of our Workshop staff, to the ideas presented in our assigned readings, and to the ideas and problems of other teachers who have already attempted to individualize their programs in their respective schools.

Indications are that support of individualized programs is overwhelmingly positive and warm, and that individualized programs require a great deal of planning if they are indeed to succeed. Various speakers here have emphasized that an improperly planned program could result in teaching which is worse than in the traditional lock-step.

I am aware now that my mini-course idea, though tantalizing, was hastily planned and may have failed for lack of sufficient materials and vision. There were numerous flaws in my original plan. First of all, as Mr. Bockman pointed out, one does not launch a worthwhile individualized study program unless the proper groundwork has been laid in the community. Parents should be advised of the change to individualized study and should give their consent to the change. As I now realize, I had not consulted with the community, nor is it likely I would have had the support of the school administration.

Second, as stated in my first paper, I view the purposes of Spanish instruction in my school to be to speak the language and to understand and appreciate Spanish-speaking peoples. I found that boredom seemed to take root, bud, and blossom during the second year with the A-LM materials. My students complained, and rightly so, I believe, that they were not learning to speak, but merely to imitate, and that they were reading stories about Spanish-speaking peoples, but were not learning to understand and appreciate the Hispanic view of life.

I was certain that I would lose my students because of language teaching materials, the format of which had become tiresome after two years. The mini-course program seemed a very palatable alternative. I planned to solve the problem of not having sufficient funds to purchase a copy of every book needed for every mini-course for every student by simply offering all the mini-courses at one time. The number of students taking a particular mini-course would be limited to the number of books available. In short, I planned to invest in a few copies of many books, rather than buy a class set of Level III texts.

But individualized instruction can be severely limited by the quality of individualizing materials used. It is questionable if I had prepared adequate materials of high quality. If the mini-courses had failed, the consequences could have been dreadful, for I would not have had a class set of textbooks to fall back on.

In light of these circumstances, and keeping in mind that I am the only language teacher in the school and have no resource person to work with, it seemed that I needed to revise the Level III plan.

At present, I plan to purchase a basic Level III text with its related grammar review workbooks. The mini-course material will not go unused. I plan to require projects of each student, and the mini-course materials will serve for them, although students will also have the option of planning their own projects if they wish. At least one day weekly will be spent working on projects in class.

Having once had the experience of working with mini-course materials used in individual projects, I believe I will be prepared the following year to try a whole series of minicourses.

V. A Practical Beginning Toward Individualization

- Individualizing instruction appears awesome to many teachers. Becoming involved in the process of individualization is probably not so awesome as these teachers believe it is. Yet other teachers seem to believe that it is very easy to individualize. That, too, is probably far from the truth. Happily, there are more and more teachers who realize that the development of materials and programs for individualizing instruction should be completed in carefully planned, step-bystep stages. As at least one well-known foreign language teacher, Lorraine Strasheim, told this writer, "The best way to make haste in individualizing is to proceed slowly!"

With that thought in mind, the following suggestions for beginning steps are presented for consideration, especially for the teacher who has not begun to individualize his instruction.

When most teachers have taught a class for a few weeks they begin to realize that there are significant differences in student performance. Using just one such class as an example, this writer will outline how teachers might employ a cautious approach toward individualization. This approach is suggested to help teachers begin to develop materials and program as suggested in other parts of this handbook without destroying their programs as they exist or, for that matter, themselves.

First of all, it is suggested that this hypothetical class be at the second or third level (under the normally-used credit granting system). It is assumed that most second or third level classes will consist of about twenty-five students. So will our hypothetical group. While each instructor may well continue to teach four other classes (as he did before) for a year, this "pilot

class" will serve as a beginning experience for him, his students, his administration, and the community in which the school is located. It is suggested that as many teachers in the foreign language program as possible be allowed to individualize just one class, too. This is recommended so that all teachers will be able to communicate as they work toward a fully-developed program of individualized instruction in subsequent years.

After the first rating period (six to nine weeks) grades may have to be assigned in the majority of schools in America, but at that time the teacher of the "pilot class" will use the evaluations as indicators of what some students know well and what some students do not know well. Based on the evaluations the teacher might decide how and to what degree he can individualize instruction in his class.

It is probably true that the six to eight students who received an evaluation of "A" in this class could

have learned more in the time given to learn the material. It is also very probable that the twelve to fourteen students who earned "B" or "C" evaluations were learning as much material as they could in the time given. Then, too, the three to five students who earned only a "D" (or worse) probably could not learn the required material in the time given. Of course, there are many factors that could have played a role in causing failure, but for purposes of this discussion, let us concentrate on time first.

Realizing that the students who have earned an "A" might learn more material than that normally required for the next rating period, the teacher must think of ways to allow these students to learn the material, each at his own optimum rate. The "middle" group may learn best with small group instruction. The teacher might decide to teach all twelve students as a group because she believes it is all she can do to manage individualization in groups and can not work confortably on a one-to-one basis. Students who have failed

(or nearly failed) may have to be taught in remedial fashion to allow them to move ahead. The curriculum emphasizes success and minimizes outright failure.

How one does it is, for the most part, an individual matter; however, the reader may find the suggestions offered here helpful to give direction. Hopefully, the teacher now uses a text that is eclectic and contains at least the following elements:

1. Some form of dialogues printed in the book (with English translations). The dialogues should be recorded on tape.
2. Reading selections (perhaps also recorded on tape) with question-answer exercises to be written and/or completed orally.
3. Explanations about grammar in English with well-developed examples.
4. Structural exercises and practice drills. (Printed and recorded on tape)
5. A teacher's key of correct answers (to give students who are working ahead) and a

teacher's manual with specific directions about how to present the lessons given.

6. Tests for each unit to help the teacher save time.
7. Suggestions for using the language learned, vocabulary review lists, and so forth, might be helpful to the creative teacher.

If a teacher does not use a text including those elements, he really should think about how to purchase or develop materials to supplement the text he uses right from the beginning of his efforts.

Dialogues on tape and translated into English are needed to facilitate some independent study as an integral part of the process of individualizing. A student can see quickly the meaning of new sentences in dialogues that are translated. Security given in the form of quick answers to the question, "What does it mean?" will aid the teacher in facilitating the learning process. The same is true for the reading

selections.

Well-explained concepts about grammar will allow the advanced student to move ahead more quickly on his own or in small groups.

Additional activities and added materials will assist the teacher in beginning the process of moving forward in horizontal progression as well as vertical. (See the chapter on "A Master Plan..." for an explanation of horizontal and vertical progression.) A teacher should use materials for a horizontal progression only so much as he can control quality results in the learning process.

Obviously, tests that are already printed can save a teacher time. A key can assist students who need to check their answers in the independent study component. Teachers' manuals can assist each individual student capable of understanding directions in his task of studying and learning on his own. Guiding principles for these directions might be: 1) The directions given

well by a teacher and understood the first time by alert students should be written. 2) Students who need more help with directions must be given guidance by the teacher . 3) Those who understand the directions the first time may benefit from the written directions and need no more help. 4) Students who need both the teacher's help and the explanation should have both.

Given that the teacher has at his disposal most of the elements mentioned, he is ready to implement individualization in his "pilot class." Starting with the three groups suggested the teacher provides some independent study for the advanced students, more effective classroom instruction for the middle group, and as much remedial work as he can give to the students having the most problems. Suggestions about how to do that for the pilot class follow:

1. Show the students how to use equipment for listening.
2. Orient the advanced students in the independent study component and show them how to follow

directions that are written.

3. Encourage the advanced students to move ahead more quickly and guide them as much as time allows.
4. Perhaps two or three days a week these advanced students should work in the library or in some other place that is isolated as much as possible from the group instruction going on at that time.
5. Teach the middle group on a day to day basis.
6. Even though the advanced group might be learning the sixth unit (chapter) in the text by the twelfth week, while the middle group is only working on unit four, large group instruction will still be possible.
7. Bring the advanced students together with the middle group (and slower students at times) for oral practice, substitution drills, and so forth two or three times a week. Even though the advanced students have learned the fourth

unit a few weeks before, they can benefit from repetition and practice from a unit in which the middle group is engaged for the first time (in unit four). Such a process gives the teacher a chance to provide for more oral practice and also to evaluate pronunciation, intonation, and basic conversational ability for all students.

8. Variations of this approach must be created by each teacher or group of teachers.
9. Provide additional material and activities for the advanced students who can benefit from them. Thus the process of horizontal progression might be started.
10. Teach as many remedial lessons to the slower students as possible. Do this while the advanced students are working independently and the middle group is practicing lessons already presented or while they are writing, reading, and so forth in the classroom.

11. Begin to revise the credit granting system so that the advanced students can be rewarded with credit as soon as they achieve the proficiency required to be awarded credit. As well, the teacher must try to allow the slower students to earn less credit but at a higher proficiency level than that designated with a "D" or "F".

12. Begin to solve the articulation problems by cooperating with other teachers.

By the end of one year it would probably be good to award more than one credit to the advanced students, one credit to the middle group, and less to the slower group (but not "D" for effort in more work). Naturally, students might move from one group to the other, periodically. The amount of movement will, again, depend on how well the teacher can manage that movement without loss of quality performance.

Important factors for the benefit of the teachers are: (and ultimately, the students)

1. Teachers will have a chance to see how students in the school react to the new program.
2. Teachers will have a chance to learn the new working relationships with the administration, follow foreign language teachers, other staff members, and the community.
3. Teachers will have a chance to assess themselves in their new roles.
4. Programs will be developed on a more realistic basis in each school.

If this method is used there is less chance for outright failure for students and teachers. Since each teacher is implementing the program in only one class, he can "retreat" to large group instruction as often as he believes it is necessary.

Each teacher will grow with the program or realize this type of instruction is not for him. Some teachers

may well remain "large group" instructors as the "program" in the school develops. Others might supervise more independent study; yet others might be responsible for more small group instruction and remedial work.

From this process the teachers in the foreign language department might develop their program further, including more levels. They might also consider the suggestions in the rest of this handbook--but never go to or beyond the point where good articulation, quality, interest, and motivation break down for the students and the teachers.

A Suggested Bibliography for Reading from May to July, 1972

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